Date	Period	class	Attendence	Absent	Total
.... / ...... /	....	5 /	....	....	......

Unit : (7) , Lesson : (1) (Finding like denominators using L.C.M)

Teacher guide's Page : .... , ***Student book's Page*** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Generate pairs of fractions with like denominators.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Change into like denominator fractions using L.C.M of the unlike denominators.

a. $\frac{7}{8}$, $\frac{5}{24}$ | b. $\frac{5}{22}$, $\frac{9}{11}$ | c. $\frac{8}{15}$, $\frac{5}{6}$

Lesson activities (Learn) :

Change each pair of unlike denominator fractions into like denominator fractions using L.C.M of the unlike denominators.

a. $\frac{5}{12}$ and $\frac{7}{18}$

$\frac{\ }{\ }$ and $\frac{\ }{\ }$

Draft

12 18

12 = ...
18 = ...
L.C.M = ...

THINK :

Using the L.C.M. Find the smallest like denominator for the fractions listed. Then, change each fraction so that each fraction is rewritten with the smallest like denominator.

a. $\frac{4}{9}$ and $\frac{2}{3}$ | b. $\frac{1}{3}$ and $\frac{2}{7}$ | c. $\frac{1}{5}$ and $\frac{1}{4}$

Closing the idea (Summary):

Complete the following.

a. The L.C.M of the denominators of $\frac{4}{5}$ and $\frac{2}{25}$ is ....

b. The L.C.M of the denominators of $\frac{1}{3}$ and $\frac{5}{12}$ is ....

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	5 /			

Unit : (7) , Lesson : (2) (Using models to add, subtract fractions)

Teacher guide's Page : .... , ***Student book's Page*** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :
Use models to represent addition, subtraction of fractions with unlike denominators.

Learning tools and resources: **Worksheets ○ , S.B ● , Cards ●**
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : **Sharing ●, Thinking ○ , Grouping ○ ,**
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

• How to use fraction wall to add or subtract fractions :

For Example : $\frac{1}{2} + \frac{1}{3}$

Lesson activities (Learn) :

Use models to find the following.

a. $\frac{1}{2} + \frac{2}{5}$

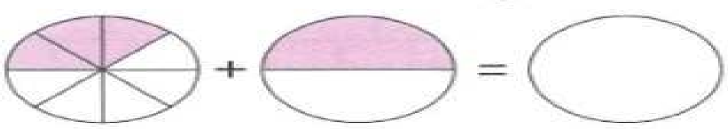
b. $\frac{5}{12} - \frac{1}{4}$

Solution

THINK :

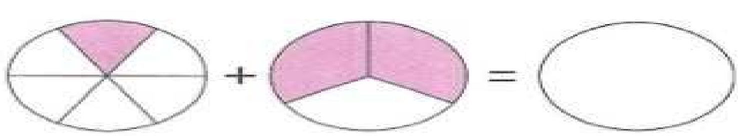
Find each of the following.

a.



______ + ______ = ______

Closing the idea (Summary): Complete :



______ + ______ = ______

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	5 /	....	....	......

Unit : (7) , Lesson : (3) (Adding and subtracting fractions)

Teacher guide's Page : .... , Student book's Page : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

Add , subtract fractions with unlike denomenators.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Find each of the following.

a. $\frac{3}{8} + \frac{1}{3}$

b. $\frac{7}{9} - \frac{1}{6}$

Lesson activities (Learn) :

Find .

a. $\frac{2}{3} + \frac{3}{4}$

b. $\frac{1}{2} - \frac{1}{5}$

THINK :

Find. a. $\frac{3}{10} + \frac{4}{15}$

b. $\frac{7}{8} - \frac{1}{6}$

Closing the idea (Summary):

Choose the correct answer.

1. $\frac{2}{5} + \frac{3}{10} =$ ______

A. $\frac{5}{15}$ B. $\frac{7}{10}$ C. $\frac{5}{10}$ D. $\frac{1}{2}$

2. $\frac{3}{4} - \frac{3}{5} =$ ______

A. 0 B. $\frac{1}{20}$ C. $\frac{3}{20}$ D. $\frac{6}{20}$

Date	Period	class	Attendence	Absent	Total
..../....../........	....	5 /	....	....	......

Unit : (7) , Lesson : (4) (More of adding and subtracting fractions)

Teacher guide's Page : .... , ***Student book's Page :*** ....

LEARNING OBJECTIVES : In this lesson the student should be able to :
Use benchmark fractions, numbers sense of fractions to assess the reasonableness of answer.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Evaluate by rewriting the fractions with like denominators.

a. $\frac{3}{4} + \frac{5}{12}$

b. $\frac{15}{15} - \frac{2}{3}$

Lesson activities (Learn) :

Complete the following :

a. $1 - ___ = \frac{4}{9}$

b. If $k - \frac{1}{3} = \frac{1}{7}$, then $k = ___$

THINK :

Find the value of k in each of the following.

a. $\frac{1}{4} + k = \frac{7}{8}$

b. $k - \frac{1}{5} = \frac{1}{6}$

Closing the idea (Summary):

Evaluate each expression by rewriting the fractions with like denominators.

a. $\frac{1}{3} + \frac{1}{4} = ___$

b. $\frac{1}{3} - \frac{1}{4} = ___$

c. $\frac{1}{2} + \frac{2}{5} = ___$

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	5 /	....	....	......

Unit : (8) , Lesson : (1 (Adding and subtracting mixed numbers)

Teacher guide's Page : .... , Student book's Page : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Add , subtract mixed numbers with like denominators.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

1. Find.

a. $2\frac{1}{5} + 3\frac{3}{5}$

b. $4\frac{2}{3} - 1\frac{1}{3}$

c. $3\frac{3}{8} + 1\frac{5}{8}$

d. $5\frac{2}{7} - 3\frac{5}{7}$

Lesson activities (Learn) :

Evaluate each of the following equations.

a. $3\frac{2}{5} + k = 6\frac{1}{5}$

b. $7\frac{2}{3} - b = 5\frac{1}{3}$

THINK :

Evaluate each sum or difference, simplify if possible.

a. $2\frac{1}{4} + 1\frac{1}{4}$

b. $6\frac{3}{4} - 5\frac{1}{4}$

c. $4\frac{5}{9} + 2\frac{7}{9}$

d. $8\frac{1}{5} - 3\frac{4}{5}$

Closing the idea (Summary):

2. If $2\frac{1}{4} + m = 4\frac{3}{4}$, then find the value of m.

Date	Period	class	Attendence	Absent	Total
_ …. / …… / ……..	……….	5 / ……			

Unit : (8), Lesson : (2)(Finding like denominators of mixed numbers)

Teacher guide's Page : ……… , **Student book's Page** : …….

LEARNING OBJECTIVES : In this lesson the student should be able to :
Generate pairs of mixed numbers with like denominators.

Learning tools and resources: **Worksheets ○ , S.B ● , Cards ●**
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●
Learning strategies : **Sharing ●, Thinking ○ , Grouping ○ ,**
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

. Evaluate each sum or difference. Simplify if possible.

a. $1\frac{3}{5} + 3\frac{1}{5} =$ ____

b. $2\frac{5}{6} + 2\frac{3}{6} =$ ____

c. $7\frac{1}{6} + 1\frac{3}{6} =$ ____

d. $4\frac{4}{9} + 1\frac{1}{9} =$ ____

Lesson activities (Learn) :

Complete the chart by rewriting the given values in two other forms.

	Mixed Number	Improper Fraction Equivalent	Mixed Number Equivalent
a.	$3\frac{1}{3}$	$\frac{__}{__}$	$2\frac{__}{__}$

THINK :

Rewrite the given mixed numbers with like denominators in two different ways.

$1\frac{3}{8}$ and $3\frac{12}{15}$

Closing the idea (Summary):

Rewrite the given mixed numbers with like denominators in two different ways.

First Rewirte | Second Rewirte

a. $1\frac{3}{4}$ and $1\frac{6}{15}$ A. ________ and ____ | B. ________ and ____

Date	Period	class	Attendence	Absent	Total
.... / ...... /	....	5 /	....	....	......

Unit : (8), Lesson :(3)(Using models to add, subtract mixed numbers)

Teacher guide's Page : .... , **Student book's Page** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

Use models to represent addition , subtraction of mixed numbers.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

1. Use an area model to find.

a. $1\frac{4}{5} + 2\frac{1}{2}$

b. $3\frac{3}{8} - 2\frac{3}{4}$

Lesson activities (Learn) :

Subtract $5\frac{1}{3} - 2\frac{1}{2}$ using a number line.

THINK :

a. $2\frac{2}{3} + 1\frac{1}{2}$

b. $2\frac{2}{3} - 1\frac{1}{2}$

Closing the idea (Summary):

2. Use a number line to find.

a. $4\frac{3}{4} - 2\frac{5}{6}$

b. $8\frac{1}{5} - 6\frac{3}{4}$

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	5 /	....	....	......

Unit : (8) , Lesson : (4) (Adding and subtracting mixed numbers)

Teacher guide's Page : .... , ***Student book's Page*** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

Add , subtract fractions and mixed numbers with unlike denominators.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

. Find the result in the simplest form.

a. $3\frac{1}{2} + 2\frac{1}{4}$ [Giza – Kerdasa 23]

b. $3\frac{1}{8} + 2\frac{1}{3}$

c. $2\frac{2}{5} + 1\frac{1}{2}$ [Assuit 23]

d. $6\frac{1}{6} + 7\frac{1}{7}$

Lesson activities (Learn) :

Evaluate each sum or difference.

a. $12\frac{3}{4} + 3\frac{6}{12}$ | b. $7\frac{5}{14} - 3\frac{2}{7}$ | c. $5\frac{4}{5} + 4\frac{5}{6}$ | d. $11\frac{2}{9} - 3\frac{3}{4}$

THINK :

Find. ❶ $7\frac{3}{5} + 2\frac{1}{4}$ ❷ $4\frac{1}{3} - 2\frac{5}{6}$

Closing the idea (Summary):

1. Find the result in the simplest form.

a. $6\frac{2}{3} - 3\frac{1}{4}$

b. $3\frac{1}{5} - 1\frac{1}{6}$

c. $9\frac{3}{7} - 4\frac{1}{6}$

d. $3\frac{3}{6} - 2\frac{1}{3}$

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	5 /	....	....	......

Unit : (8) ,Lesson :(5) (More of adding, subtracting mixed numbers)

Teacher guide's Page : .... , ***Student book's Page*** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

Add , subtract fractions and mixed numbers with unlike denominators.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

2. Find the missing number using any strategy.

a. $X + 1\frac{3}{5} = 4\frac{1}{2}$

b. $y - 2\frac{2}{7} = 1\frac{3}{8}$

Lesson activities (Learn) :

Solve each equation by adjusting the mixed numbers.

a. $1\frac{3}{7} + 3\frac{2}{7} = 2 +$ ______

b. $4\frac{3}{8} + \frac{1}{4} = 5 -$ ______

c. $5\frac{2}{7} - 2\frac{4}{7} =$ ______ $- 3$

d. $5\frac{1}{8} - 2\frac{1}{4} =$ ______ $- 3$

THINK :

Find the missing number using any strategy, simplify if possible.

a. $k + 3\frac{1}{4} = 5\frac{5}{6}$

b. $9\frac{9}{20} - c = 4\frac{3}{20}$

c. $h - 4\frac{7}{8} = 4\frac{37}{40}$

Closing the idea (Summary) :

. Rewrite the mixed numbers in two different ways.

a. $4\frac{3}{5} =$ ______ $=$ ______

b. $4\frac{1}{4} =$ ______ $=$ ______

c. $6\frac{2}{3} =$ ______ $=$ ______

d. $3\frac{7}{9} =$ ______ $=$ ______

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	5 /	....	....	......

Unit : (8) , **Lesson** : (6) (**Story problems with mixed numbers**)

Teacher guide's Page : .... , **Student book's Page** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :
Solve story problem involving addition , subtraction of mixed numbers.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

2. Choose the correct answer.

a. $1\frac{1}{8}$ days = ________ hours

A. 24 B. 8 C. 27 D. 18

b. $2\frac{1}{3}$ hours = ________ minutes

A. 120 B. 150 C. 140 D. 130

Lesson activities (Learn) :

1. Complete.

a. $5\frac{2}{3}$ minutes = ________ minutes and ________ seconds

b. $6\frac{3}{5}$ hours = ________ hours and ________ minutes

c. $3\frac{1}{2}$ years = ________ years and ________ months

THINK :

Find a and b in each of the following.

a. $3\frac{1}{4}$ hours = a hours and b minutes

b. $5\frac{1}{3}$ days = a days and b hours

Closing the idea (Summary):

Complete.

a. $\frac{3}{4}$ hour = ________ minutes

b. $\frac{2}{3}$ minute = ________ seconds

c. $\frac{1}{6}$ day = ________ hours

Date	Period	class	Attendence	Absent	Total
.... / ...... /	....	5 /	....	....	......

Unit : (9), Lesson : (1) (Multiplying a fraction or mixed number by a whole number)

Teacher guide's Page : .... , ***Student book's Page*** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :
Multiply a fraction or a mixed number by a whole number.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Multiply each of the following.

a. $\frac{1}{6} \times 5$ b. $\frac{1}{8} \times 2$ c. $12 \times \frac{3}{4}$ d. $\frac{8}{10} \times 8$

Lesson activities (Learn) :

Multiply each of the following.

a. $2\frac{1}{5} \times 3$ b. $3\frac{3}{8} \times 6$

THINK :

1. Multiply each of the following.

a. $\frac{3}{5} \times 4$ b. $\frac{2}{7} \times 14$ c. $\frac{5}{6} \times 8$

Closing the idea (Summary):

Find the value of K in each of the following.

a. $k \times \frac{3}{5} = \frac{3}{5}$ b. $k \times \frac{3}{5} = 3$

Date	Period	class	Attendence	Absent	Total
.... / ...... /	....	5 /			

Unit : (9), Lesson :(2) (Multiplying fractions using models)

Teacher guide's Page : .... , ***Student book's Page*** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

Use models to represent multiplication of a fraction by a fraction.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Eslam is planning to color $\frac{2}{3}$ of a rectangle in blue and $\frac{3}{5}$ of same rectangle in striped red. To know the common part, multiply $\frac{2}{3} \times \frac{3}{5}$

, then $\frac{2}{3} \times \frac{3}{5} = \frac{6}{15}$ or $\frac{2}{5}$

So, the common part is $\frac{2}{5}$

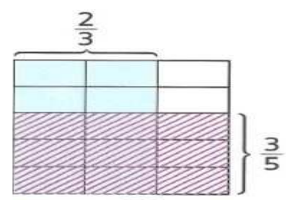


Fig.[3]

Lesson activities (Learn) :

Use the area model to evaluate each of the following.

a. $\frac{1}{2} \times \frac{2}{3}$ | b. $\frac{2}{3} \times \frac{4}{5}$ | c. $\frac{5}{6} \times \frac{3}{4}$

THINK :

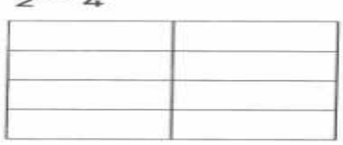
Use the rectangular model to find each of the following.

a. $\frac{1}{5} \times \frac{1}{3}$ | b. $\frac{1}{4} \times \frac{2}{5}$ | c. $\frac{3}{8} \times \frac{1}{2}$

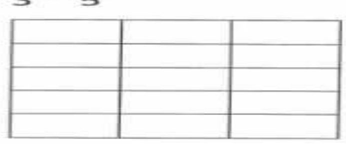
Closing the idea (Summary):

Color the area model to evaluate each of the following.

a. $\frac{1}{2} \times \frac{1}{4}$



b. $\frac{2}{3} \times \frac{2}{5}$



Date	Period	class	Attendence	Absent	Total
.... / ...... /	....	5 /	....	....	......

Unit : (9), Lesson :(3) (Multiplying fractions by a fractions)

Teacher guide's Page : .... , Student book's Page : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

Multiply a fraction by a fraction and simplify fractions.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Multiply.

a. $\frac{2}{3} \times \frac{3}{4}$ | b. $\frac{5}{6} \times \frac{3}{20}$ | c. $\frac{10}{9} \times \frac{12}{15}$

Lesson activities (Learn) :

Multiply, then write the answer in its simplest form if possible.

a. $\frac{1}{2} \times \frac{2}{8}$ | b. $\frac{1}{4} \times \frac{1}{4}$

d. $\frac{1}{8} \times \frac{2}{3}$ | e. $\frac{2}{9} \times \frac{3}{8}$

THINK :

Multiply each of the following fractions.

a. $\frac{7}{8} \times \frac{16}{21}$ | b. $\frac{3}{5} \times \frac{25}{36}$ | c. $0.6 \times \frac{1}{2}$

Closing the idea (Summary):

Farida runs $\frac{2}{15}$ km around the playground in one minute, to know the distance that she runs in $\frac{5}{6}$ of minute, multiply $\frac{5}{6} \times \frac{2}{15}$

- You can multiply the numerators and denominators then simplify the result as follows :

Date	**Period**	**class**	**Attendence**	**Absent**	**Total**
…. / …… / ……..	……….	5 / ……	……..	……..	……

Unit : (9) , **Lesson** : (4) (**Multiplying fractions and mixed numbers**)

Teacher guide's Page : ……… , ***Student book's Page*** : …….

LEARNING OBJECTIVES : **In this lesson the student should be able to :**

Multiply a fraction by a mixed numbers and simplify fractions.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Use an area model to multiply a mixed number by a fraction. Fill in the squares to create an area model to find each product. Simplify your answers, if possible.

a. $1\frac{1}{2} \times \frac{2}{3} =$ ______



b. $2\frac{3}{4} \times \frac{1}{2} =$ ______



Lesson activities (Learn) :

Multiply, then write the result in its simplest form.

a. $3\frac{4}{7} \times \frac{1}{5}$

b. $4\frac{2}{3} \times \frac{3}{7}$

THINK :

Find the product of the following.

a. $2\frac{3}{4} \times 1\frac{5}{11}$

b. $1\frac{1}{3} \times \frac{3}{4}$

Closing the idea (Summary):

Wael decided to walk $2\frac{1}{4}$ km in two days. In first day, he walked $\frac{2}{3}$ of the distance, to calculate the distance that he walked in first day, multiply $2\frac{1}{4} \times \frac{2}{3}$. There are many strategies as follows :

Date	Period	class	Attendence	Absent	Total
..../....../........	....	5 /......	....	....	......

Unit : (9) ,Lesson :(5) (Multiplying mixed numbers using improper fractions)

Teacher guide's Page : .... , Student book's Page : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

Multiply mixed numbers using improper fractions.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Choose the correct answer.

1. $2\frac{1}{3} \times \frac{3}{7} =$ ______
   A. 1 B. $\frac{3}{7}$
   C. $2\frac{1}{7}$ D. $\frac{7}{3}$

2. $\frac{3}{4} \times 1\frac{1}{9} =$ ______
   A. $\frac{5}{6}$ B. $\frac{1}{9}$
   C. $\frac{3}{4}$ D. $\frac{6}{5}$

Lesson activities (Learn) :

Evaluate each product using the distributive property of multiplication. Simplify your answers, if possible.

a. $\frac{2}{5} \times 5\frac{1}{2} =$ ______ b. $1\frac{2}{3} \times \frac{3}{10} =$ ______ c. $8\frac{3}{4} \times \frac{2}{7} =$ ______

d. $\frac{3}{4} \times 8\frac{2}{3} =$ ______ e. $3\frac{4}{6} \times \frac{1}{4} =$ ______ f. $\frac{3}{4} \times 2\frac{1}{5} =$ ______

THINK :

Find the product. Be sure to simplify your answers.

a. $2\frac{1}{4} \times 2\frac{2}{3} =$ ______ b. $1\frac{5}{6} \times 4\frac{2}{5} =$ ______

c. $3\frac{1}{2} \times 1\frac{3}{4} =$ ______ d. $4\frac{2}{7} \times 2\frac{1}{3} =$ ______

Closing the idea (Summary) :

Complete the following.

a. If $2\frac{1}{7} = \frac{x}{7}$, then x = ______

b. $4\frac{1}{4} =$ ______ [Improper fraction]

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	5 /	....	....	......

Unit : (9) , Lesson : (6) (Story problems involving multiplication)

Teacher guide's Page : .... , ***Student book's Page*** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :
Solve story problem involving multiplication of fractions and mixed numbers.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea):

Seif bought 4 bags of soil for his garden.
Each bag has a mass of $3\frac{1}{3}$ kilograms. If he only used $3\frac{3}{4}$ bags of soil.
How many kilograms did he use ?

Lesson activities (Learn) :

Moustafa is harvesting sugarcane.
He can harvest $3\frac{3}{4}$ kilograms of sugarcane
in 1 hour. If he plans to work for $2\frac{1}{2}$ hours.
How much sugarcane will he harvest ?



THINK :

Nada is making spaghetti sauce.
The recipe calls for $1\frac{3}{4}$ cups of water,
she wants to make $4\frac{1}{2}$ times the recipe.
How much water should she use ?



Closing the idea (Summary):

Marvina purchased a bag of mango from the market that has a mass of $3\frac{1}{4}$ kilograms. Her sister Sandy purchased a bag of orange that has a mass of $1\frac{1}{2}$ times more than Marvina's bag of mango.
What is the mass of Sandy's bag of orange ?



Date	Period	class	Attendence	Absent	Total
.... / ...... /	....	5 /	....	....	......

Unit : (9), Lesson : (7) (Convert improper fraction to mixed number)

Teacher guide's Page : .... , Student book's Page : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :
Explain how fractions represent division of whole numbers.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

The flower shop has 12 meters of ribbon to make equal- sized bows for each of the 8 birthday bouquets they are making. How many meters of ribbon can be used for each bouquet?

Lesson activities (Learn) :

Divide 13 pizzas among 4 girls, what is the share of each girl ?

THINK :

Each orange slice is $\frac{1}{6}$ of an orange.
How many oranges are represented by 9 slices ?

Closing the idea (Summary):

If the price of 12 pens is 32 L.E. Find the price of each pen.

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	5 /	....	....	......

Unit : (9) , Lesson : (8) (Dividing unit fractions by a whole numbers)

Teacher guide's Page : .... , Student book's Page : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :
Use models to divide unit fractions by a whole numbers.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Fatma divide $\frac{1}{2}$ of a watermelon into 6 slices, to distribute the watermelon among her friends equally
To know the share of each one, divide $\frac{1}{2} \div 6$ as follows :

Lesson activities (Learn) :

Find the quotient of each of the following.

a. $\frac{1}{4} \div 3 =$ b. $\frac{1}{3} \div 6 =$ — — — c. $\frac{1}{6} \div 4 =$

THINK :

Evaluate each of the following.

a. $\frac{1}{5} \div 2$ b. $\frac{1}{2} \div 7$

Closing the idea (Summary):

Write the missing number in each equation.

a. $\frac{1}{3} \div a = \frac{1}{15}$ b. $4 \div b = 20$

c. $\frac{1}{5} \times c = \frac{1}{10}$ d. $6 \times d = 42$

Date	Period	class	Attendence	Absent	Total
.... / ...... /	....	5 /	....	....	......

Unit : (9) , Lesson :(9) (Dividing whole numbers by unit fractions)

Teacher guide's Page : .... , **Student book's Page** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :
Use models to divide a whole numbers by unit fractions.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Ramy has 4 oranges. He want to divide each one to thirds. To know how many thirds, divide $4 \div \frac{1}{3}$ as follows :

Lesson activities (Learn) :

Divide each of the following.

a. $3 \div \frac{1}{4}$

b. $6 \div \frac{1}{3}$

THINK :

Find the quotient of each of the following.

a. $5 \div \frac{1}{2} =$

b. $7 \div \frac{1}{4} =$

c. $2 \div \frac{1}{3} =$

Closing the idea (Summary):

How many halves are there in 3 apples ?

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	5 /	....	....	......

Unit : (9) , Lesson : (10) (Story problems involving Division)

Teacher guide's Page : .... , ***Student book's Page*** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

Solve story problem involving division of whole numbers and unit fractions.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○ , Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Four students sitting at a table were given $\frac{1}{3}$ of a pan of brownies to share. How much of a pan will each student get if they share the pan of brownies equally ?

Lesson activities (Learn) :

A computer takes $\frac{1}{300}$ of a second to complete a math problem.

How many math problems can the computer answer in 90 seconds ?

THINK :

You plan to make a pizza party for your group of friends when half a pizza is divided into 3 equal slices, each one take one slice how much does each person get of a whole pizza ?

Closing the idea (Summary):

. How many $\frac{1}{3}$ cup servings are in 5 cups of chocolate ?

Date	Period	class	Attendence	Absent	Total
..../ ...... /	....	5 /	....	....	......

Unit : (10) , Lesson : (1) (Classifying of geometric shapes)

Teacher guide's Page : .... , ***Student book's Page*** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Classify two-dimensional figures into categories based on their attributes.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :



Kite
Each two pairs of adjacent sides are congruent.



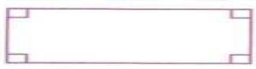
Trapezoid or Trapezium
It has only one pair of parallel sides.



Parallelogram
It has two pairs of parallel sides.



Rhombus
It has two pairs of parallel sides, 2 acute and 2 obtuse angles. It has four congruent sides.



Rectangle
The opposite sides are parallel and have the same length, the four angles are right.

square
All sides have the same length, the four angles are right.

Lesson activities (Learn) :

Complete.

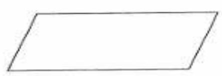
a. The angle of measure less than 90° is ____ angle.

b. The polygon which has four sides is called ____

THINK :

Write the name that best describes each figure.

a. 

b. 

c. 

Closing the idea (Summary):

1. Join each figure to its name.

a. 

b. 

c. 

d. 

e. 

Rectangle (1) Trapezium (2) Triangle (3) Rhombus (4) Square (5) Parallelogram (6)

Date	Period	class	Attendence	Absent	Total
_ …. / …… / ……..	……….	5 / ……	……..	……..	……

Unit : (10) , **Lesson** : (2) (**Tricky Triangles**)

Teacher guide's Page : ……….. , ***Student book's Page*** : ………..

LEARNING OBJECTIVES : In this lesson the student should be able to :

2- Measure the sides of triangles.

3- Categorize triangles based on their properties.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) : What is the types of triangle according to its sides lengths and its angles ?

Lesson activities (Learn) :

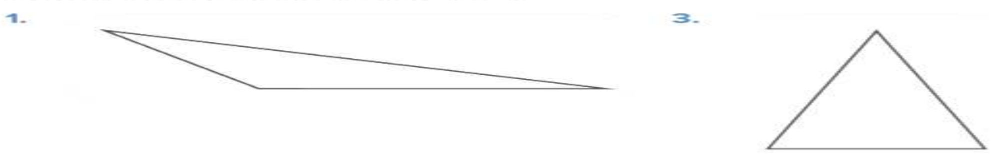
BUILD

Tricky Triangles Label the angles of each triangle. In each angle, place an A for acute, O for obtuse, and R for right.



THINK :

Whiteboard: Measuring Sides Use the Whiteboard or a ruler to measure the length of each side of the triangles. Measure to the nearest $\frac{1}{2}$ cm. Then, record your measurements in centimeters (cm).



Closing the idea (Summary):

Identify Triangle Types Using Measurement Measure and label each triangle. Then, select the best name for each triangle based on its properties. Some triangles may be classified in more than one way.

1.



Which two types of triangles are shown?

A. scalene triangle
B. isosceles triangle
C. equilateral triangle
D. right triangle
E. acute triangle
F. obtuse triangle

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	5 /			

Unit : (10), Lesson : (3) (Calculate area with fractional dimensions)

Teacher guide's Page : .... , Student book's Page : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :
Draw models to find the area of rectangle with whole number and fractional dimensions .

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

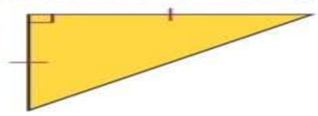
Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) : Find the area of a rectangle its dimensions are 5 cm and 2 cm ?

Lesson activities (Learn) :

Triangles to Quadrilaterals Answer the questions.

1. What type of triangle is shown, based on its angles AND side lengths?

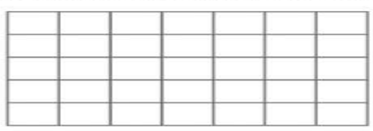


2. Can you use two of these to create a quadrilateral?
3. If so, what type of quadrilateral?
4. What type of triangle is this, based on its angles AND side lengths?

THINK :

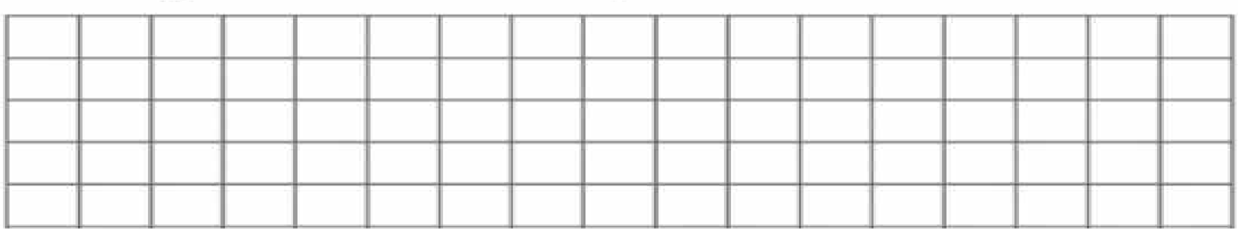
Whole Number Tiling You may choose to use a Whiteboard or your Math Notebook where indicated for the next tasks.

1. Count the unit tiles to determine the area of the rectangle.



Closing the idea (Summary):

Draw a rectangle with an area of 24 square units.



Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	5 /	....	....	......

Unit : (10) , **Lesson** : (4) (**Applying the area formula**)

Teacher guide's Page : .... , ***Student book's Page*** : ....

LEARNING OBJECTIVES : **In this lesson the student should be able to :**

Multiply to find the area of rectangle with whole-number and fractional dimensions

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) : **Find the area of rectangle its dimensions are 6 cm and 3 cm ?**

Lesson activities (Learn) :

Multiplying Fractions Solve as many problems as possible in the time provided. Simplify all answers.

1. $2 \times \frac{1}{2} =$

2. $1\frac{1}{4} \times 3 =$

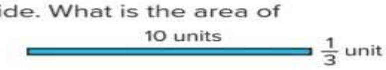
5. $\frac{7}{8} \times \frac{5}{9} =$

6. $4\frac{3}{7} \times 2\frac{1}{8} =$

THINK :

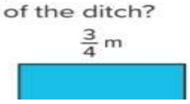
Multiplying to Find Area Solve each problem. Be sure to simplify all fractions and mixed numbers.

1. Akram's herb garden is 10 units long by $\frac{1}{3}$ unit wide. What is the area of Akram's herb garden?



2. A trench was dug in Doaa's backyard to fix her plumbing. The ditch was 8 meters long and $\frac{1}{10}$ m wide. What is the area of the ditch?

3. What is the area of the rectangle shown?



Closing the idea (Summary):

Omar owns a parking lot . The lot is 3 kilometers long and 2 and half kilometers wide . What is the area of the parking lot ?

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	5 /	....	....	......

Unit : (10) , **Lesson** : (5) (**Exploring the coordinate plane**)

Teacher guide's Page : .... , ***Student book's Page*** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Describe a coordinate plane .
2- Define elements of a coordinate plane .

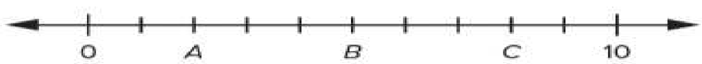
Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●
Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Draw the number line ?

Lesson activities (Learn) :

The Number Line Use the number line to answer the questions.

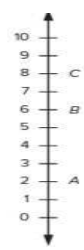


1. What is the value of B?
2. What is the value of A?
3. What is the value of C?

THINK :

Vertical Number Line Use the number line to answer the questions.

1. What is the value of A?
2. What is the value of B?
3. What is the value of C?
4. How far is point C from point A?
5. How far is point B from point A?



Closing the idea (Summary):

Use the vocabulary words to label the coordinate plane ?

X – axis , Y – axis , Origen

Date	Period	class	Attendence	Absent	Total
.... / ...... /	....	5 /	....	....	......

Unit : (10) , Lesson : (6) (plotting points on a coordinate plane)

Teacher guide's Page : .... , Student book's Page : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Identify points on the coordinate plane.
2- Name points on the coordinate plane .

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

What is the meaning of : ordered pair , x – coordinate , y – coordinate ?

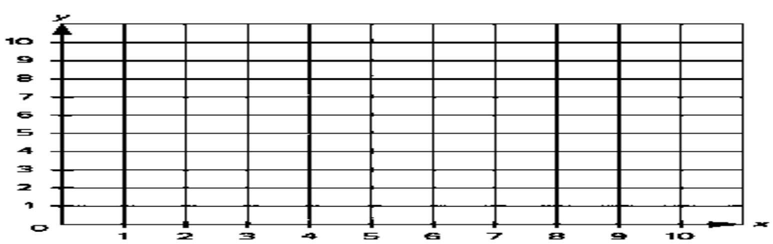
Lesson activities (Learn) :

Whiteboard: Graphing Vocabulary Use the terms to fill in the blanks on the coordinate plane.

Word	Definition
origin	The point where the x-axis and the y-axis intersect at (0,0). It is labeled as O.
x-axis	The horizontal number line on a coordinate plane.
y-axis	The vertical number line on a coordinate plane.

THINK :

Whiteboard: Plotting Ordered Pairs Record three ordered pairs that could be plotted on the given coordinate plane.
(_____ , _____); (_____ , _____); (_____ , _____)
Then, plot your points on the coordinate plane.



Closing the idea (Summary) :

On the coordinate plane : Plotting the follwing order pairs :

A (2 , 3) , B (1 , 4) and C (0 , 5) ?

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	5 /	....	....	......

Unit : (10) , Lesson : (7) (Coordinate designs)

Teacher guide's Page : .... , **Student book's Page** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Plot ordered pairs on a coordinate plane to create a picture.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Plot the points on the coordinate grid.

A (3 , 5) , B (6 , 5) , C (6 , 2) , D (3 , 2) and connect the points in order.

a. What polygon did you create ?

b. Complete.

- $\overline{AD}$ // ______
- $\overline{AB}$ // ______
- $\overline{DC}$ ⊥ ______
- $\overline{BC}$ ⊥ ______



Lesson activities (Learn) :

a. Plot the points on the coordinate grid.

A (3 , 2) B (3 , 5)
C (6 , 5) D (6 , 2)

b. Connect the points in order.
What polygon did you create ?

THINK :

Graph the points A (1 , 6) , B (1 , 2) , C (7 , 2) , D (7 , 6)

Connect them in order : A ⟶ B ⟶ C ⟶ D ⟶ A

a. What is the name of the figure ABCD ?

b. What attributes did you use to identify it ?

Closing the idea (Summary) :

1. The y-coordinate in ordered pair (1 , 3) is ______

A. 2 B. 3 C. 5 D. 6

2. The first number in an ordered pair is ______

A. x-coordinate B. x-axis
C. y-coordinate D. y-axis

Date	Period	class	Attendence	Absent	Total
_ …. / …… / ……..	……….	5 / ……	……..	……..	……

Unit : (10) , Lesson :(8) (Representing points and Create patterns)

Teacher guide's Page : ……….. , ***Student book's Page*** : ………..

LEARNING OBJECTIVES : In this lesson the student should be able to :
Identify and extend numerical patterns.

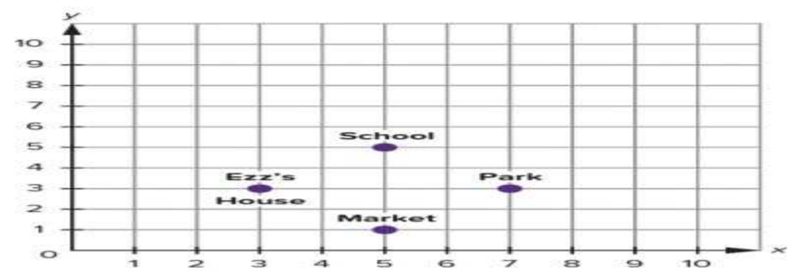
Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Complete : A (3 , ……) = B (….. , 8)

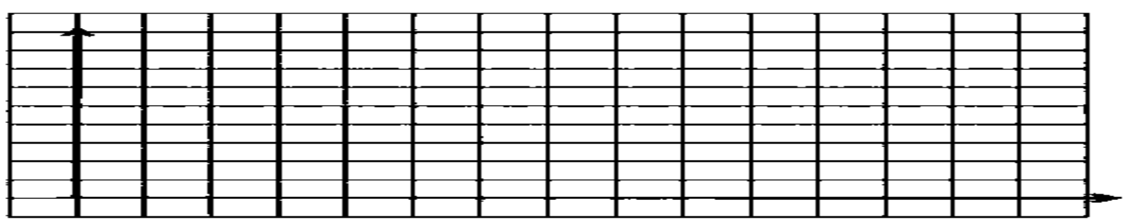
Lesson activities (Learn) :



1. A "bird's-eye view" refers to looking down from above. If a bird were to fly directly from Ezz's house to the school, then to the park, and back to Ezz's house, what polygon would its flight path represent?

THINK :

Whiteboard: From Points to Pictures Use the Whiteboard to complete Problem 1 and Problem 2.



1. Plot the points on the coordinate grid.
A(3,2)
B(3,5)
C(6,5)
D(6,2)

Closing the idea (Summary):

On the coordinate plane : Plotting the follwing order pairs : D (2 , 3) , L (1 , 4)

Date	Period	class	Attendence	Absent	Total
.... / ...... /	....	5 /	....	....	......

Unit : (10) , Lesson : (9) (Graphing Real -World Data)

Teacher guide's Page : .... , **Student book's Page** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Interpret data on coordinate planes.
2- Solve real world problems involving data on coordinate planes.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

The x- coordinate in the ordered pair (1 , 7) is ....

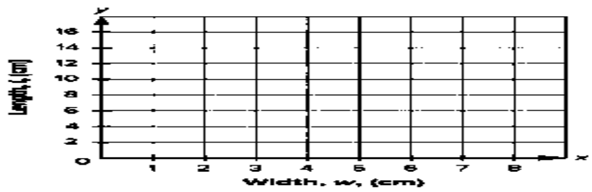
Lesson activities (Learn) :

Graphing the Length and Width of Rectangles The length of a rectangle is twice its width, in centimeters. This information can be represented by the rule, Length (l) = 2 × Width (w).

1. Use the pattern to complete the table.

Width, w (cm)	1	2	A	5	C	8
Length, $l = 2w$ (cm)	2	4	8	B	12	D

2. Using the Width data as x-coordinates and the Length data as y-coordinates , plot the data on the coordinate grid. Then, draw a line to connect the points.
3. The width of the rectangle is 3 centimeters. The length is ____________ cm.
4. The width of the rectangle is 5.5 centimeters. The length is ____________ cm.

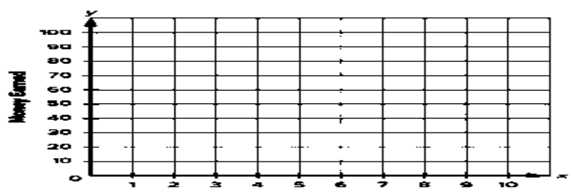


THINK :

Interpreting Data on Coordinate Planes

1. Ola is selling bags of cookies in her neighborhood to make extra money to buy a new bike. She earns 5 LE for each bag of cookies she sells. Complete the table and then graph the points on the coordinate grid.

Bags of Cookies	Money Earned LE
2	
4	
7	
8	
10	



Closing the idea (Summary):

Nabil is a bike race he is travelling at a rate of 30 km. per hour

What is the total distance in km. for 1 hour , 2 hours and 3 hours ?

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	5 /	....	....	......

Unit : (11) , Lesson : (1) (Geometric shapes around us)

Teacher guide's Page : .... , Student book's Page : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Name three – dimensional figures.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

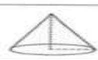
Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

- The three-dimensional shape can be defined as a solid figure or shape that has three-dimensions [length, width, height]

Lesson activities (Learn) :

Attributes of Three-Dimensional Shapes

	Name	Picture	Face/Base Shape[s]	Number of Faces/Bases	Number of Edges	Number of Vertices
1	Cube		Square	6	12	8
2	Cone		Circle	1	0	1
3	Cylinder		Circle	2	0	0
4	Rectangular Prism [Cuboid]		Rectangle and square	6	12	8

THINK :

Dahshur Pyramids-Egypt



A. Cube
B. Cone
C. Cylinder
D. Sphere
E. Rectangular prism
F. Square pyramid

Closing the idea (Summary):

Choose the correct answer.

1. The rectangular prism is a ________ -dimensional shape. [Cairo - Helwan 23]
   A. one B. two
   C. three D. fourth

2. The cube has ________ face (s). [El Monofia - Quesna 23 , Port Said 23]
   A. 12 B. 6
   C. 0 D. 8

Date	Period	class	Attendence	Absent	Total
_ …. / …… / ……..	……….	5 / ……	……..	……..	……

Unit : (11) , Lesson : (2) (Measuring volume in cube units)

Teacher guide's Page : ……….. , ***Student book's Page*** : ………..

LEARNING OBJECTIVES : In this lesson the student should be able to :

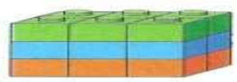
2- Determine the volume of rectangular prism in units cubes.

3- Categorize triangles based on their properties.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

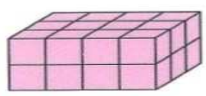
Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

			
Number of horizontal layers	1	2	3
Number of cubes in each horizontal layer	6	6	6
Volume	$1 \times 6 = 6$ cube units	$2 \times 6 = 12$ cube units	$3 \times 6 = 18$ cube units

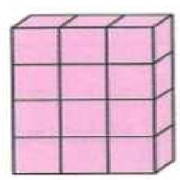
Lesson activities (Learn) :

1. Number of horizontal layers : ______
2. Number of cubes in each horizontal layer : ______
3. Volume = ______ × ______ = ______ cm^3



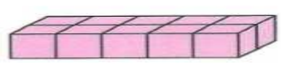
THINK :

1. Number of vertical slices : ______
2. Number of cubes in each vertical slice : ______
3. Volume = ______ × ______ = ______ cm^3



Closing the idea (Summary):

1. Number of horizontal layers : ______
2. Number of cubes in each horizontal layer : ______
3. Volume = ______ × ______ = ______ cm^3



Date	Period	class	Attendence	Absent	Total
.... / ...... /	....	5 /			

Unit : (11), Lesson : (3) **(Same volume, different shapes)**

Teacher guide's Page : .... , **Student book's Page :** ....

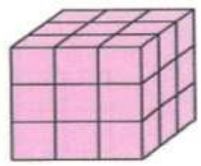
LEARNING OBJECTIVES : In this lesson the student should be able to :
Use unit cubes and models to create right rectangular prisms with a given volume .

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

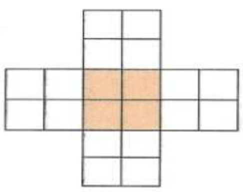
Discover (opening the idea) :

1. Number of horizontal layers : ________
2. Number of cubes in each horizontal layer : ________
3. Volume = ________ × ________ = ________ cm^3



Lesson activities (Learn) :

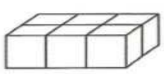
1.



Volume : ________ cubic centimeters.

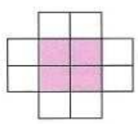
THINK :

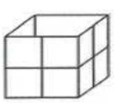
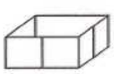
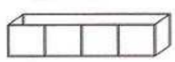
Choose the correct answer.

1. Volume of  is ________ cube units

A. 6 B. 2 C. 12 D. 16

Closing the idea (Summary):

What solid is formed from folding the net square  ?

A.  B.  C.  D. 

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	5 /	....	....	......

Unit : (11) , Lesson : (4) (Finding a formula)

Teacher guide's Page : .... , Student book's Page : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

Identify a formula for calculating the volume of right rectangular prisms .

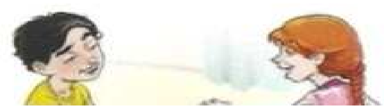
Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea)

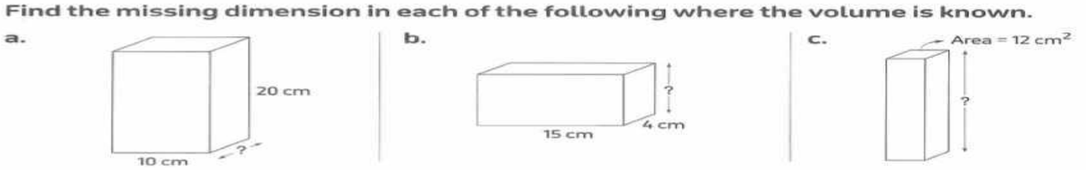
Learn 1 Volume of rectangular prism (cuboid)

- Volume of cuboid = length × width × height
- Volume of cuboid = base area × height



Lesson activities (Learn) :

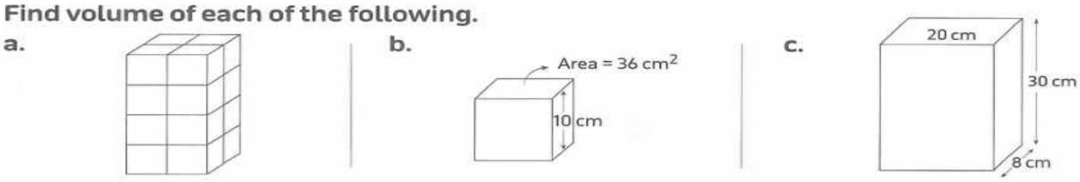
Find the missing dimension in each of the following where the volume is known.



a. Volume = 1,000 cm³ b. Volume = 600 cm³ c. Volume = 240 cm³

THINK :

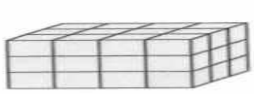
Find volume of each of the following.



Closing the idea (Summary):

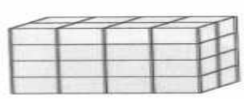
Complete, where the length unit is 1 cm.

a.



Length : .... cm
Width : .... cm
Height : .... cm
Volume : .... cm³

b.



Length : .... cm
Width : .... cm
Height : .... cm
Volume : .... cm³

Date	*Period*	*class*	*Attendence*	*Absent*	*Total*
_ .... / ...... /	....	5 /	....	....	......

Unit : (11) , ***Lesson*** : (5) (**Using a formula to find volume**)

Teacher guide's Page : .... , ***Student book's Page*** : ....

LEARNING OBJECTIVES : **In this lesson the student should be able to :**

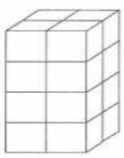
1- Apply a formula to calculate the volume of right rectangular prisms.

Learning tools and resources: **Worksheets ○ , S.B ● , Cards ●**
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●
Learning strategies : **Sharing ●, Thinking ○ , Grouping ○ ,**
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

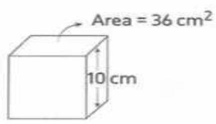
Discover (opening the idea) :

Find volume of each of the following.

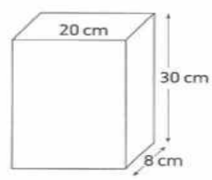
a.



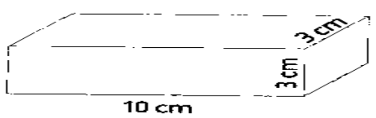
b.



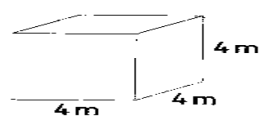
c.



Lesson activities (Learn) :

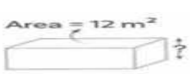


Volume = ___ ___ ___ cm^3

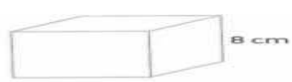


Volume = ___ ___ ___ m^3

THINK :



- Volume = 48 cm^3
- Missing dimension = ________ cm



- Volume = 320 cm^3
- Base area = ________ cm^2

Closing the idea (Summary):

Choose the correct answer.

1. The unit of measuring volume is ________

   A. cm B. cm^2
   C. cm^3 D. m

2. A cuboid of length 5 cm, width 3 cm and height 2 cm, then its volume = ________ cm^3

   A. 15 B. 24
   C. 30 D. 10

Date	Period	class	Attendence	Absent	Total
.... / ...... /	....	5 /	....	....	......

Unit : (11) , Lesson : (6) (Finding volume of compound shapes)

Teacher guide's Page : .... , Student book's Page : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Identify points on the coordinate plane.
2- Name points on the coordinate plane .

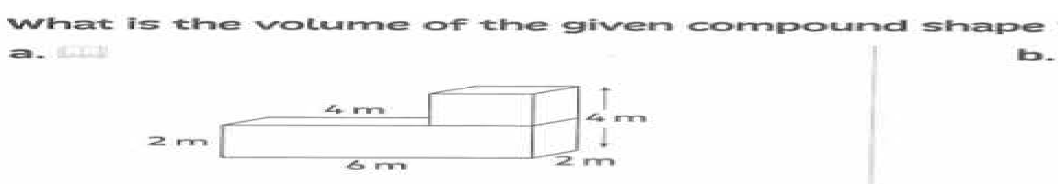
Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

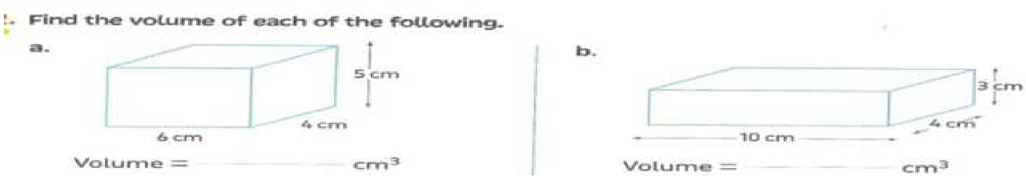
Discover (opening the idea) :



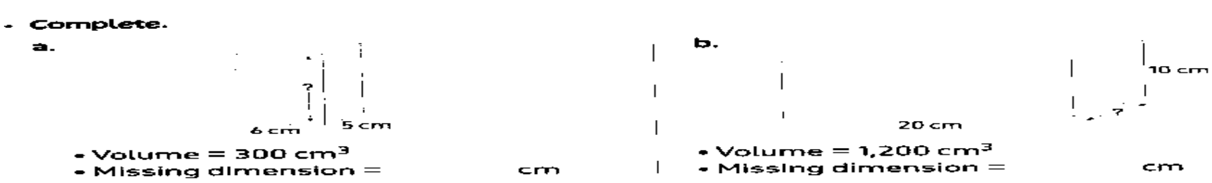
Lesson activities (Learn) :



THINK :



Closing the idea (Summary) :



Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	5 /	....	....	......

Unit : (11) ,Lesson :(7) (Solving real-world volume story problems)

Teacher guide's Page : .... , Student book's Page : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Plot ordered pairs on a coordinate plane to create a picture.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Sara brought an aquarium fish tank of internal dimensions, length 80 cm, width 30 cm and height 50 cm, then she poured water in it up to the 40 cm height line.



Lesson activities (Learn) :

- The oldest canopic chest ever found was that of Hetepherese, mother of king Khufu. The chest measures about 54 centimeters long, 49 cm wide, and 35 cm tall.

  What is the volume of the chest ?

THINK :

Samy wants to design a box of volume 60,000 cm^3 to fit an area of length 50 cm and width 40 cm

What is the height of the box ?

Closing the idea (Summary) :

- A juice case is in the shape of cuboid, its base is square-shaped of side length 6 cm and its height is 15 cm

  Calculate the volume of juice which fills the case completely.

Date	Period	class	Attendence	Absent	Total
.... / ...... /	....	5 /	....	....	......

Unit : (12) , _Lesson_ : (1) (**Exploring pie charts**)

Teacher guide's Page : .... , _Student book's Page_ : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Define the element of a pie chart.

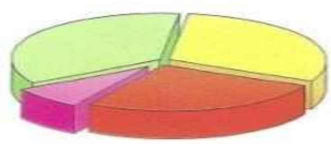
Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

What is a pie chart ?

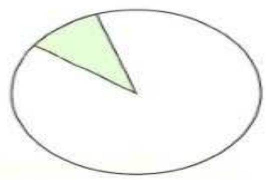
A pie chart is a circle divided into slices [sectors]. It is a simple way to show the size [or the fraction] that represents each item relative to the whole pie.



Lesson activities (Learn) :

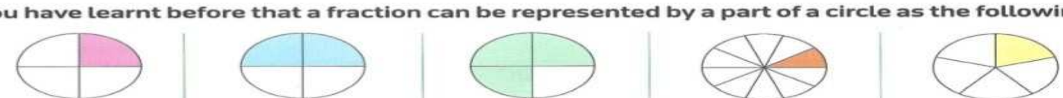
What is a circular sector ?

A circular sector is a part of a circular region which is bounded by an arc of the circle and two radii passing through the endpoints of this arc.



THINK :

• You have learnt before that a fraction can be represented by a part of a circle as the following :



The coloured part represents $\frac{1}{4}$ of a circle	The coloured part represents $\frac{1}{2}$ of a circle	The coloured part represents $\frac{3}{4}$ of a circle	The coloured part represents $\frac{1}{10}$ of a circle	The coloured part represents $\frac{1}{5}$ of a circle

Closing the idea (Summary):

• You can use equivalent fractions to determine decimals :

$\frac{1}{4} = \frac{25}{100} = 0.25$	$\frac{1}{2} = \frac{5}{10} = 0.5$	$\frac{3}{4} = \frac{75}{100} = 0.75$	$\frac{1}{10} = 0.1$	$\frac{1}{5} = \frac{2}{10} = 0.2$

Date	Period	class	Attendence	Absent	Total
_ …. / …… / ……..	……….	5 / ……	……..	……..	……

Unit : (12) , Lesson : (2) (Interpreting data in a pie chart)

Teacher guide's Page : ……….. , ***Student book's Page*** : ………..

LEARNING OBJECTIVES : In this lesson the student should be able to :

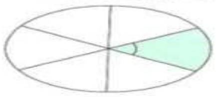
Interpret data in a chart .

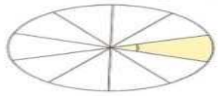
Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

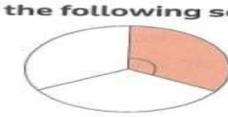
Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Find the measure of the central angle that represents each of the following sectors.



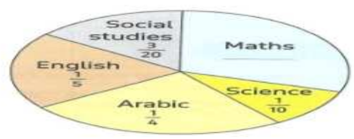




Lesson activities (Learn) :

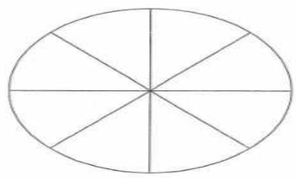
The following figure represents the fractions of the favorite subjects of 200 pupils in a school.
Answer the following questions :

a. What is the decimal of the pupils who prefer Science ?
b. What is the decimal of the pupils who prefer English ?
c. What is the fraction of the pupils who prefer Mathematics ?
d. Which sector represents the smallest fraction ?
e. Find the measure of the central angle of Maths in degrees.
f. How many pupils prefer studying English ?



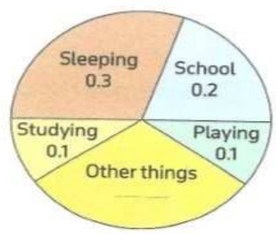
THINK :

In the opposite circle :
a. Color $\frac{1}{2}$ of the circle red
, $\frac{1}{8}$ of the circle blue , $\frac{1}{8}$ of the circle green
and $\frac{1}{4}$ of the circle orange
b. If this pie chart represents 72 students surveyed.
How many students do the blue and green sections represent ?



Closing the idea (Summary):

The opposite figure represents the different activities which Sally does during a day.
Study the figure, then answer the following questions :
a. Find the decimal of the time that Sally spends at school.
b. Find the decimal of the time that Sally spends in sleeping.
c. Find the decimal of the time that Sally spends in other things.
d. Complete : Sally spends the same decimal of the time in ——— and ———



Date	Period	class	Attendence	Absent	Total
.... / ...... /	....	5 /			

Unit : (1), Lesson : (3) **(Making pie charts)**

Teacher guide's Page : .... , Student book's Page : ....

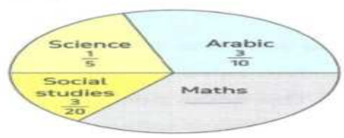
LEARNING OBJECTIVES : In this lesson the student should be able to :
Shaded a pie chart to display a set of data.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

1. The opposite figure shows the fractions of time that Enas spends in studying different subjects.
Complete :
a. The decimal of the time that Enas spends in studying Maths is ....
b. The measure of the central angle of science in degrees is ....
c. The subject that needs more time is ....



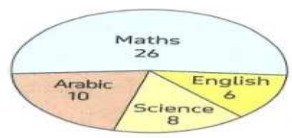
Lesson activities (Learn) :

The opposite pie chart represents the favorite subjects of a group of 50 children :
1. Use the data from the pie chart to complete the frequency table.

Subject	Maths	Arabic	Science	English
Frequency	A.	B.	C.	D. ....

2. Use the frequency to find the fraction for each subject.

Subject	Maths	Arabic	Science	English
Fraction	A.	B.	C.	D. ....



THINK :

When 36 students were asked about the best sport they like.
- $\frac{1}{2}$ of them answered like "football".
- $\frac{1}{4}$ of them answered like "swimming".
- $\frac{1}{4}$ of them answered like "volleyball".

a. Represent that given data using a pie chart.
b. How many students like swimming ?



Closing the idea (Summary):

The following table shows the number of hours that Marwa spent in studying in different subjects in a week :

Arabic	Maths	Science	English	Total
6	12	3	3	24

Represent this data by a pie chart.




موقع الدكتور
محمد رزق
التعليمي
امسح الباركود بالموبيل لتثبيت
التطبيق وتحميل كل الملازم مجانا وبسرعه
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ملازم اعدادي
ملازم ثانـــــوي
كورسات ونتائج امتحانات
موقع الدكتور محمد رزق
Dr.Mo.Rizk